

DIAGNOSTIC REVIEW REPORT

FOR

GREENUP COUNTY SCHOOLS

45 Musketeer Drive
Greenup, KY
41144

Mr. Steve Hall, Superintendent

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools/Systems and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school and system effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institution’s vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	2

Indicator		Source of Evidence	Performance Level
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	<ul style="list-style-type: none">• System purpose statements• Stakeholder survey data• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	2

Indicator		Source of Evidence	Performance Level
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none">• System purpose statements• School purpose statements• Stakeholder survey data• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	2

Indicator		Source of Evidence	Performance Level
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none">• System purpose statements• Stakeholder survey data• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	2

Indicator		Source of Evidence	Performance Level
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none">• System purpose statements• Stakeholder survey data• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	2

Opportunities for Improvement

Indicator	Statement	Rationale
1.1 & 1.3	Implement and document a formalized process to establish, review, revise, and communicate the system's purpose and direction for student success. Ensure that the process includes participation from all stakeholder groups, including parents and community.	The current vision statement, "Greenup County Schools: The Best Choice for Your Education, The Best Choice for Our Future," was established two years ago and approved by the Board of Education. The process involved district office staff and school leaders, with limited collaboration from other stakeholder groups. Interviews with board members and district staff revealed that there is no policy in place that requires regular review or revision of the formal statement of purpose and direction. The degree to which there is broad understanding and ownership in the current statement of purpose is very limited. The current statement does not reflect a focus on college and career readiness for all students or high expectations for student, school, and system performance.
1.2	Ensure that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success and that school leadership and staff are committed to a culture based on shared beliefs about teaching, learning, and instructional practices.	Interviews, documentation, and artifacts revealed that the district has established expectations for schools to review or revise their formal statements of purpose and direction, consistent with the board's formal statements of purpose and direction. However, the degree to which these processes have been implemented were not evident. Interviews and a review of artifacts revealed that the high school has reviewed the school's purpose for student success. The degree to which district personnel monitor or provide feedback concerning these processes to school leaders was unclear.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly “influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization.” With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and must involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

<i>Standard 2 – Governance and Leadership</i>	Standard Performance Level
The system operates under governance and leadership that promote and support student performance and system effectiveness.	2.16

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	<ul style="list-style-type: none">• System purpose statements• Stakeholder survey data• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	2

Indicator		Source of Evidence	Performance Level
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none">• System purpose statements• Stakeholder survey data• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	3

Indicator		Source of Evidence	Performance Level
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none">• System purpose statements• Stakeholder survey data• Superintendent's presentation and interview• District Organizational Charts• 30/60/90 Day Plans• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	2

Indicator		Source of Evidence	Performance Level
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	<ul style="list-style-type: none">• System purpose statements• Stakeholder survey data• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	2

Indicator		Source of Evidence	Performance Level
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	<ul style="list-style-type: none">• System purpose statements• Stakeholder survey data• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	2

Indicator		Source of Evidence	Performance Level
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	<ul style="list-style-type: none">• System purpose statements• Stakeholder survey data• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	2

Opportunities for Improvement

Indicator	Statement	Rationale
2.1	<p>Develop policies and practices to review, revise, and communicated the district's statement of purpose and direction.</p> <p>Ensure that policies and practices promote conditions that support student learning as well as effective instructional and assessment procedures focused on providing equitable and challenging learning experiences for all students.</p>	<p>A Strategic Plan ready for implementation has not been completed. As a result, there is no clearly defined, agreed upon, or articulated district statement of purpose, direction, priorities or operations to support them. Interviews with district staff and a review of the district's Executive Summary indicate that the current vision statement adopted by the Board of Education does not provide direction in the district's planning or decision making for district improvement efforts. Interviews and documentation indicate that the vision statement is "largely unused, and does not guide the district." This limits the governing body's capacity to develop meaningful policies consistent with the district's direction, procedures to carry them out and to ensure their effective administration.</p> <p>Artifacts and documents give evidence that numerous policies, procedures, timelines and flowcharts have been developed to guide the administration of the district. These address a broad scope of functions and programs including fiscal management, operations, professional growth, learning conditions, etc. Most policies and procedures reviewed promote conditions that support student learning, effective instruction, and assessment that will produce equitable and challenging learning experiences for all students. The degree to which these are implemented is not evident. In order for policies and practices to ensure learning and effective administration of the system and schools, they must be aligned with and operationalize the Strategic Plan, as well as be deliberately implemented and monitored.</p>

Indicator	Statement	Rationale
2.3	Institute purposeful actions designed to proactively support school leaders in their initiatives to meet instructional goals and manage operations.	<p>The governing body does ensure that leadership has the autonomy to meet instructional goals and manage operations. Interviews show the Greenup County High School administration has control over the day-to-day decisions and operations of its programs and facility. The school's actions and results are supported by district leadership and the Board of Education. They also express a belief in the capacity of the high school to turn around and continue to demonstrate increasing student performance. The governing body usually maintains a distinction between its roles and responsibilities between the district and school level administrators. Evidence gathered in the interviews strongly suggests that the governing body protects the autonomy of the district and school leadership. Interviews with district and school leadership demonstrate that district staff is responsive and reactive to the needs and requests of high school leaders and staff. From interviews, it was evident that the district leadership would honor their obligation and responsibility by instituting a more proactive approach in providing the high school with direction, assistance and support. Current practice does not fully leverage the knowledge, skills and expertise of the district leadership or further enhance the high school's capacity to improve performance. School and district leaders are strongly encouraged to build a proactive culture for sharing and replicating effective leadership, instructional practice, and communication strategies.</p>

Indicator	Statement	Rationale
2.4	<p>Develop and ensure full implementation of new and existing strategies that will build commitment to a system-wide culture based on shared values and beliefs about teaching and learning which support challenging, equitable educational programs and learning experiences for all students.</p>	<p>Interviews, documentation and survey data show that leadership, parents and staff collectively believe the students, staff, leaders and community members have the capacity to build a culture that supports the system's purpose and enhances the image of Greenup School District. Leadership indicated that the strategic planning process started two years ago had not been completed. Evidence indicates the current culture is characterized by inconsistencies in support, a minimal degree of collaboration and some sense of community. Interviews and documents show that schools can seek assistance from leadership, but leadership is rarely proactive in identifying and providing support for achieving goals, implementing programs and new initiatives, improving instruction and etc. A review of artifacts, interviews with district staff, and the superintendent's presentation revealed that cultural audits have been completed at 6 of 7 schools. The intent is that these will be used to inform staff and to guide actions for shaping a culture of high expectations. Classroom observations revealed that the High Expectations Learning Environment was rated at 2.2 on a 4 point scale based on observations in all 45 classrooms. Several initiatives and practices are evident that indicate a focus on high expectations (Math Initiative, Instructional Rounds, Observation 360, Data Walls, Data Notebooks, District Administrative Team Meetings and Building Administrative Team Meetings.) Most of these initiatives are still in the initial stages of implementation. Interviews revealed that that high expectation data is not regularly monitored and the extent to which students are held to high expectations in all courses of study is somewhat limited. System leaders are strongly encouraged to provide more comprehensive monitoring and evaluation of program implementation and effectiveness.</p>

Indicator	Statement	Rationale
2.5	Develop opportunities for improving stakeholder communications and engagement. Examine ways to involve stakeholders in shaping decisions, providing feedback, working collaboratively on system improvement efforts, and in providing meaningful leadership roles.	Stakeholder interviews and a review of documents revealed that that district leadership has developed several means of communicating with stakeholder (District Website, Five Fast Friday Facts emails, social media outlets, etc.), and parent interviews indicate that performance information/grades are sent home on a timely and regular basis through a variety of means, but that opportunities for parents to provide feedback to the school leadership are less common. Additionally, activities such as a parent forum and ACT Blitz have helped to create a culture where all parents and community members are active partners in their children's education. Interviews revealed that many stakeholders do not have access to the various forms of electronic communication and most serve as a one-way communication tool for involving stakeholders. The degree to which district stakeholders are actively engaged in shaping decisions, providing feedback, and working collaboratively on system improvement efforts is very limited at both the school and district level.

Indicator	Statement	Rationale
2.6	Develop and implement processes to supervise and evaluate staff that will result in improved professional practice and student success.	Interviews, documentation, classroom observations, and student performance data indicate improved monitoring, supervision and evaluation processes are in the early stages of development and implementation. The existence of supervision, evaluation and monitoring processes that are systematically implemented to improve student performance and professional practice are not fully evident. During interviews, leadership reported that administrators at both the central office and school levels have been given in-depth training for the purpose of developing their evaluation skills. This has included topics such as observation techniques and coaching strategies. The district has also embraced the Kentucky teacher evaluation initiative as the high school is participating in a soft roll-out for the PGES. High school administrators (with full district support) have also opted to evaluate every teacher during the first two years of the turnaround effort. Next year the district will pilot PGES at three of their seven schools. Interviews and documents also show that the high school has started to identify successful practices and the district is putting methods in place so these can be replicated in other classrooms and schools. This will provide opportunities for in-depth professional development that is meaningfully aligned with need. It is too soon to determine the impact of the training on supervision and evaluation or the influence of PGES on professional practice and subsequent student success.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to

achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of “student motivation, parental involvement” and the “quality of leadership” (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school’s curriculum and instructional program should develop learners’ skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers’ pedagogical skills occur most effectively through collaboration and professional development. These are a “necessary approach to improving teacher quality” (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in “active organizational learning also have higher achieving students in contrast to those that do not.” Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, “supports teachers by creating collaborative work environments.” Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

<i>Standard 3 – Teaching and Assessing for Learning</i>	Standard Performance Level
The system’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.	2

Indicator	Source of Evidence	Performance Level
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Indicator	Source of Evidence	Performance Level
<p>3.1</p> <p>The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.</p>	<ul style="list-style-type: none"> • Superintendent Presentation and Interview • Documents and Artifacts • Interviews: District Staff • Interviews: High School Administrators, Teachers and Recovery Specialists • Interviews: High School Diagnostic Review Team • Curriculum Documents and Lesson Plans • Stakeholder survey data • Classroom Observations • District Executive Summary and Standard Self-Assessment • Professional Learning Community Meetings: Agendas and Notes • Interviews: School Board • Student Performance Data 	<p>2</p>

Indicator		Source of Evidence	Performance Level
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none">• Superintendent Presentation and Interview• Documents and Artifacts• District Executive Summary and Self-Assessment• Interviews with District Staff• Student Performance Data• PLC and Meeting Agendas and Notes• Stakeholder survey data• District Processes and Procedures• Interviews with High School Administrators, Teachers and Recovery Specialists• Common Assessments	2

Indicator		Source of Evidence	Performance Level
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none">• Interviews with High School Diagnostic Team• Superintendent Presentation and Interview• Review of Documents and Artifacts• Classroom Observations• Interviews with High School Administrators, Teachers and Recovery Specialists• Stakeholder survey data• Interviews with District Staff• District Executive Summary and Standard Self-Assessment• Student Performance Data	2

Indicator		Source of Evidence	Performance Level
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none">• Superintendent Presentation and Interview• Review of Documents and Artifacts• Interviews with High School Administrators, Teachers and Recovery Specialists• Interviews with District Staff• District Executive Summary and Standard Self-Assessment• Stakeholder survey data	2

Indicator		Source of Evidence	Performance Level
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	<ul style="list-style-type: none">• Superintendent Presentation and Interview• Review of Documents and Artifacts• Interviews: High School Diagnostic Review Team• Interviews with High School Administrators, Teachers and Recovery Specialists• Interviews with District Staff• District Executive Summary and Standard Self-Assessment• District Processes and Procedures• PLC Meeting Agendas and Notes	2

Indicator		Source of Evidence	Performance Level
3.6	Teachers implement the system's instructional process in support of student learning.	<ul style="list-style-type: none">• Superintendent Presentation and Interview• Review of Documents and Artifacts• Interviews: High School Diagnostic Review Team• Interviews with High School Administrators, Teachers and Recovery Specialists• Interviews with District Staff• District Executive Summary and Standard Self-Assessment• District Processes and Procedures• Student Performance Data• Stakeholder survey data	2

Indicator		Source of Evidence	Performance Level
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	<ul style="list-style-type: none">• Superintendent Presentation and Interview• Review of Documents and Artifacts• Interviews: High School Diagnostic Review Team• Interviews with High School Administrators, Teachers and Recovery Specialists• Interviews with District Staff• District Executive Summary and Standard Self-Assessment• Stakeholder survey data• District Processes and Procedures	2

Indicator		Source of Evidence	Performance Level
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	<ul style="list-style-type: none">• Superintendent Presentation and Interview• Review of Documents and Artifacts• Interviews with District Staff• District Executive Summary and Standard Self-Assessment• Stakeholder survey data• Interviews with Community Members and Parents• Interviews with School Board Members• District Processes and Procedures	2

Indicator		Source of Evidence	Performance Level
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	<ul style="list-style-type: none">• Superintendent Presentation and Interview• Review of Documents and Artifacts• Interviews: High School Diagnostic Review Team• Interviews with District Staff• District Executive Summary and Standard Self-Assessment• Stakeholder survey data• Interviews with Community Members and Parents• District Processes and Procedures	2

Indicator		Source of Evidence	Performance Level
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none">• Superintendent Presentation and Interview• Review of Documents and Artifacts• Interviews: High School Diagnostic Review Team• Interviews with High School Administrators, Teachers and Recovery Specialists• Interviews with District Staff• District Executive Summary and Standard Self-Assessment• District Processes and Procedures• Stakeholder survey data• Curriculum Documents and Plans	2

Indicator		Source of Evidence	Performance Level
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none">• Superintendent Presentation and Interview• Review of Documents and Artifacts• Interviews: High School Diagnostic Review Team• Interviews with High School Administrators, Teachers and Recovery Specialists• Interviews with District Staff• District Executive Summary and Standard Self-Assessment• District and School Professional Development Plans• Stakeholder Interviews• PLC Meeting Agendas and Notes• District Processes and Procedures	2

Indicator		Source of Evidence	Performance Level
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none">• Superintendent Presentation and Interview• Review of Documents and Artifacts• Interviews with High School Administrators, Teachers and Recovery Specialists• Interviews with District Staff• District Executive Summary and Standard Self-Assessment• Stakeholder survey data• District Processes and Procedures• Student Performance Data	2

Opportunities for Improvement

Indicator	Statement	Rationale
3.1, 3.3, & 3.12	<p>Ensure the curriculum provides differentiated learning experiences and instructional strategies purposefully designed to meet individual needs. Further ensure that curriculum and instruction challenge students to achieve learning expectations and develop important skills that prepare them for success at the next level.</p>	<p>Evidence shows there are some structures in place for reviewing assessments and data and that these may be used to identify student needs and inform instructional decision-making. The information gained, however, is primarily used to determine placement in specialized programs and access to human resources. Evidence did not suggest that formative classroom assessments were used regularly and consistently for the purpose of guiding the differentiation of day-to-day learning experiences for individual students in the regular classroom setting. Interviews, survey data, documentation, classroom observations, and performance data indicate the absence of adequate differentiation in the regular classroom setting based on individual student needs as revealed by data on student test scores, performance, learning styles, dispositions, etc. In surveys, only 53.43%, or roughly half of students, agree/strongly agree with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed." Additionally, 25.57% of students agree/strongly agree with the statement "All of my teachers change their teaching to meet my learning needs," suggesting that nearly three fourths of the students do not perceive that instruction and curriculum are modified to meet changing academic needs. Interviews and observations indicated this limited capacity to adjust or modify curriculum and instruction compromised the scope and depth of challenging and equitable learning opportunities commensurate with each student's abilities. Data shows students are aware of performance expectations and are engaged in the learning opportunities provided to them. Artifacts give evidence of the intent to provide challenge, establish high expectations, aim for achievement proficiency and teach for rigor; however, teaching and learning strategies to bring this about were not prevalent in the learning environment. ELEOT classroom observations revealed scores of 2.2 on a 4 point scale in both the "Equitable and Challenging" Learning Environments. There was limited evidence that students engage in self-reflection, critical thinking, collaboration or the cross-discipline application of knowledge and skills.</p>

Indicator	Statement	Rationale
3.2	Institute systematic data collection procedures that guarantee the effectiveness/impact and alignment of curriculum, instruction and assessment are regularly monitored and adjusted in response student learning.	Interviews and artifacts provide evidence that some practices are in place that collectively possess the potential for meaningful monitoring and adjustment of curriculum, instruction and assessment. These practices, while promising, are in the very early stages of implementation so their impact has yet to be realized. Data shows that at the present time, standardized assessments serve as the primary method for determining effectiveness of curriculum and for instructional decision-making. Some common formative assessments are in evidence, however, data suggests they are not comprehensive, widespread or implemented in ways that maximize their capacity. This compromises the utility of their results for monitoring and adjusting curriculum delivery and instructional practice. Interviews from multiple sources indicate the impact and intended expansion of both “Instructional Rounds” and “Observation 360” holds significant potential for examining and strengthening professional practice. In addition, the capacity of the PLCs as collaborative structures is powerful. They can serve as systemic vehicles for vertical and horizontal alignment and strengthen the system’s approach to continuous improvement through impactful and relevant learning.

Indicator	Statement	Rationale
3.4	Enhance system-wide methods to monitor and support the implementation of quality and impactful instructional practice by teachers.	Evidence indicates that Instructional Rounds, Observation 360 and other evaluation methods are beginning to build a foundation for monitoring and supporting instructional practice. Coordinated and consistent mechanisms for providing formative feedback to support teachers in ways that help them honor district values, empower students and deliver the curriculum as intended were not in evidence. Processes for monitoring and evaluating programs were evident in written/printed documents but not observed in practice. Interviews, observations and artifacts show these initiatives are in the early stages of implementation. Experience shows these processes can strengthen when monitored and adjusted and as they advance in their stage of execution. When the district's monitoring and support initiatives serve to verify effective instructional practice, these methods can be replicated and institutionalized. This can lead to a coordinated systems approach to ensure student success, quality teaching and continuous improvement. Proven quality practices can be replicated throughout the system, become embedded in the thoughtful work of the PLCs and promote alignment within and among schools.
3.6	Implement and enforce practices that ensure teachers meaningfully engage students in their education by providing them with learning expectations and feedback on their performance.	A review of the evidence provided through interviews, classroom observations and artifacts did not reveal students were regularly provided with communication and feedback from multiple measures about their learning. This type of feedback was somewhat evident as it occurred in isolated incidents but was not a consistent or commonly utilized practice. In surveys, only 54.64 %, or roughly half, of students agree/strongly agree with the statement "All of my teachers provide me with information about my learning and grades." A well-defined strategy for engaging students that is universally employed will help shape a culture of student responsibility. It will also ensure students are consistently informed about learning expectations and knowledgeable about performance targets. Vehicles for students to receive feedback on their progress and discuss this with their teacher/coach will serve to personalize and focus and their progress.

Indicator	Statement	Rationale
3.8	Devise additional pathways and approaches to engage and involve families as partners in their children's education.	Evidence shows and supports numerous and diverse efforts are developed and established to provide families with information. These include printed materials, electronic communications and face-to-face meetings. However, interviews, survey data, observations, and artifacts do not reveal any significance evidence that shows programs have been meaningfully and specifically designed and implemented to engage and involve all families in their child's education. In surveys, only 35% of students agree/strongly agree with the statement "My school offers opportunities for my family to become involved in school activities and my learning." Initiatives will be most successful if they are aimed at both those families who are active and the more challenging, hard to reach families.

Indicator	Statement	Rationale
3.9	Design and coordinate structures to ensure long term relationships with adult advocates are established for each student and coordinated support services developed to meet their learning needs are provided.	<p>Strong structures designed for the purpose of ensuring that students have opportunities to build meaningful relationships with an adult that promotes ongoing and personalized advocacy were not in evidence. The system expectation that all students have an adult advocate at the school who knows them well and takes an interest in their educational experience, along with the support structures to fulfill this expectation, is very limited. Interviews and artifacts did suggest that the importance of knowing each student for the purpose of helping them meet learning needs, improve thinking and develop life skills was known and articulated by staff. Interviews and observations illustrated a gap between intention and action. Student surveys revealed that only 39.18% of students agree/strongly agree with the statement, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future." Likewise, 36.11% of teachers agree/strongly agree with the statement, "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience." Evidence reveals the existence of some student advisory programs and placement procedures. However, there was not widespread knowledge or a priority placed on creating a student advisory/adult advocacy structure for all students. System leaders are strongly encouraged to create frameworks and opportunities for building supportive relationships with students and helping to ensure that each student receives a personalized educational experience designed to prepare them for success.</p>

Indicator	Statement	Rationale
3.10	Define and coordinate common grading and reporting mechanisms that are clearly stated, reflective of content knowledge and skills, and are consistently applied across grade levels and courses.	There was little evidence that a system of common grading practices and reporting procedures were in use. Interviews, survey data, observations, artifacts, and student performance data do not reveal the existence of a consistent and coordinated approach to grading and reporting across classrooms, grades and schools. Survey results indicate that only 54.68% of students agree/strongly agree with the statement, "All of my teachers provide me with information about my learning and grades." Implemented policies designed to ensure academic grades are based on the attainment of content knowledge and skills were not in evidence. This reduces the system's ability to accurately assess knowledge and skills and to effectively communicate progress and mastery to stakeholders. The extent to which current grading and reporting practices provide accurate measures to help guide improvement in educational programs, student achievement or help ensure student readiness for success at the next level is very limited.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) “demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<i>Standard 4 – Resources and Support Systems</i>	Standard Performance Level
The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.	2

Indicator		Source of Evidence	Performance Level
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none">• System purpose statements• Stakeholder survey data• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	3

Indicator		Source of Evidence	Performance Level
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	<ul style="list-style-type: none">• System purpose statements• Stakeholder survey data• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	2

Indicator		Source of Evidence	Performance Level
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none">• System purpose statements• Stakeholder survey data• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	2

Indicator		Source of Evidence	Performance Level
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	<ul style="list-style-type: none">• System purpose statements• Stakeholder survey data• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	1

Indicator		Source of Evidence	Performance Level
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	<ul style="list-style-type: none">• System purpose statements• Stakeholder survey data• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	2

Indicator		Source of Evidence	Performance Level
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	<ul style="list-style-type: none">• System purpose statements• Stakeholder survey data• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	2

Indicator		Source of Evidence	Performance Level
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none">• System purpose statements• Stakeholder survey data• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	2

Indicator		Source of Evidence	Performance Level
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none">• System purpose statements• Stakeholder survey data• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	2

Opportunities for Improvement

Indicator	Statement	Rationale
4.2	Examine current system policies, expectations, practices, and conditions, as well as monitoring techniques that are being used to ensure that instructional time is consistently used and protected for the purpose of achievement of school and system goals. Use the results of this examination to make adjustments in policy and practice that will yield a school and system climate/culture in which instructional time is fiercely protected.	A review of artifacts and classroom observations indicated that the district has sufficient resources to support the purpose and direction of the system and individual schools. However, classroom observations revealed that instructional time is not fully utilized or protected. It is compromised by such things as an intervention pull-out activity and the use of 20% of class time weekly for entire classes to use "Study Island," preventing access to important content and activities. In surveys, 51.59% of parents agreed/strongly agreed with the statement, "Our school ensures that instructional time is protected and interruptions are minimized."
4.3	Develop and communicate a systematic process of monitoring, evaluating, and ensuring that the system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School and classroom observations clearly revealed the need for a more intentional focus on preserving a clean and pride-filled environment for Greenup County High School. During interviews, parents reported performing maintenance and custodial services on their own while attending school events and students reported a reluctance to use certain restroom facilities due to cleanliness issues. Additionally, only 17.57% of all students surveyed indicated that they agree/strongly agree with the statement, "In my school the building and grounds are safe, clean, and provide a healthy place for learning." Interviews and document review revealed that system and school leaders have not adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment, or shared these definitions and expectations with stakeholders. Interviews with school staff also revealed a clear disconnect between system and school leaders, with regard to who is responsible for setting expectations, ensuring that the results of improvement efforts are systematically evaluated regularly.

Indicator	Statement	Rationale
4.5 & 4.6	<p>Create processes to coordinate and evaluate the effectiveness of information resources (technology and media) and related personnel to ensure that all students and school system personnel have access to media and information resources to achieve the district's purpose and direction. Ensure that school and system personnel collect data concerning needs and use this information to continuously improve technology services, infrastructure, and equipment.</p>	<p>A review of documents (Technology Plan, Executive Summary, and Self-Assessment) and interviews with district and school staff indicated that significant efforts have been made to improve technology infrastructure and equipment at the high school over the past two years. However, stakeholder interviews indicated that the capacity to fully implement new technology initiatives, such as Bring Your Own Device, is not completely implemented. Evidence from surveys indicated that 67% of students responded that they agree/strongly agree with the statement, "In my school, computers are up-to-date and used by teachers to help me learn," and 76% of staff responded that they agree/strongly agree with the statement, "Our school provides a plan for the acquisition and support of technology to support student learning." However, based on classroom observations, the Digital Learning Environment for Greenup County High School received an overall rating of 1.8 on a scale of 4, (the lowest reported in the classroom observation data), suggesting that technology infrastructure and equipment are not being used to fully support educational programs throughout the system.</p>
4.7	<p>Develop a system that provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.</p>	<p>Documents and interviews at both the school and district level indicated that the support systems to meet the physical, social, and emotional needs of students are provided through the Youth Service Center and other community agencies. While these services are in place, the implementation of a system-wide process and district coordination of such programs was not clearly evident. The degree to which the system evaluates the effectiveness of support systems is not evident.</p>

Indicator	Statement	Rationale
4.8	Establish and implement processes to determine the counseling, assessment, referral, educational, and career planning needs for all students. Provide and coordinate services to meet these identified needs ensuring that valid and reliable measures of program effectiveness are in place.	<p>Review of documentation and interviews indicated that the system provides and coordinates some student support services, i.e., guidance counselors, Family Resource/Youth Service Centers, etc. However, the degree to which student needs for these services are systematically assessed and services/programs are adequately evaluated for their effectiveness in meeting student needs is limited. In surveys, 69% of students responded that they agree/strongly agree with the statement, "In my school, I have access to counseling, career planning, and other programs to help me in school." Likewise, 50% of parents responded that they agree or strongly agree with the statement, "Our school provides excellent support services (e.g., counseling, and/or career planning)," suggesting that existing services may not be addressing the needs of all students.</p>

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

<i>Standard 5 – Using Results for Continuous Improvement</i>	Standard Performance Level
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.	2

Indicator		Source of Evidence	Performance Level
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none">• Stakeholder survey data• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• District Improvement Plan• 30/60/90 Day Plans• Data Profile Reports• Interviews with school board members• Executive Summary and Self-Assessment• Interviews with parents and community members• Interviews with district staff members	2

Indicator		Source of Evidence	Performance Level
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	<ul style="list-style-type: none">• Stakeholder survey data• Superintendent's presentation and interview• Examples of communication to stakeholders• District/School Report Card• Review of documents and artifacts• District and School Improvement Plans• 30/60/90 Day Plans• Data Profile Reports• Interviews with school board members• Executive Summary and Self-Assessment• Interviews with parents and community members• Interviews with district staff members	2

Indicator		Source of Evidence	Performance Level
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	<ul style="list-style-type: none">• Stakeholder survey data• Superintendent's presentation and interview• Review of documents and artifacts• Professional Development Plans• District and School Improvement Plans• 30/60/90 Day Plans• Interviews with school board members• Executive Summary and Self-Assessment• Interviews with parents and community members• Interviews with district staff members	2

Indicator		Source of Evidence	Performance Level
5.4	The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">• Stakeholder survey data• Superintendent's presentation and interview• Review of documents and artifacts• District/School Report Card• Professional Development Plans• District and School Improvement Plans• 30/60/90 Day Plans• Interviews with school board members• Executive Summary and Self-Assessment• Interviews with parents and community members• Interviews with district staff members	2

Indicator		Source of Evidence	Performance Level
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	<ul style="list-style-type: none">• Stakeholder survey data• Superintendent's presentation and interview• Review of documents and artifacts• District and School Improvement Plans• 30/60/90 Day Plans• Interviews with school board members• Executive Summary and Self-Assessment• Communication Plan• Communications to stakeholders• Interviews with parents and community members• Interviews with district staff members	2

Opportunities for Improvement

Indicator	Statement	Rationale
5.1	<p>Refine the existing student assessment system to ensure that it generates a range of data about student learning, as well as school/system performance. Ensure that the assessment system uses locally generated, as well as standardized measures, and is systematically evaluated for reliability in improving instruction and conditions that support learning.</p>	<p>The district is beginning to create an assessment system that produces data and information to help drive system and school improvement and effectiveness. However, the current assessment system is limited in its comprehensiveness, as it only includes standardized test measures for the core academic programs. The high school is largely dependent on state assessment and MAP Testing for student assessment. There is little evidence that locally developed assessments are used, such as common assessments for content areas and formative assessments used to guide daily/weekly instruction. There is evidence that MAP data is used to provide interventions to students, but not used to change instruction in the classroom. Evidence does not suggest that the district is fully using the assessment system to evaluate its effectiveness in improving instruction, student learning, and conditions that support learning.</p>
5.2	<p>Evaluate data sources and procedures to ensure that student assessment data is used to develop plans and strategies that support student learning.</p>	<p>While the system and school are engaged in some data analysis, particularly with regard to the state accountability data for the core academic areas, the degree to which ongoing data collection and analysis is occurring with regard to other data, such as Program Review data and locally developed “common” assessments, is not fully apparent based on a review of documentation. There is evidence of limited use of formative and common assessments. However, it is not clear that student assessment data is consistently used to design instructional strategies. Interviews with district staff did not reveal a process in place to evaluate the effectiveness of instruction on student learning.</p>
5.3	<p>Provide regular training for all certified and support staff in the evaluation, interpretation, and use of data, in order to plan and design strategies that will improve student performance.</p>	<p>Based on the district Self-Assessment, as well as school and district interviews, many staff members lack adequate understanding of data analysis, particularly with regard to how data is used to drive improvement or impact decision-making in the system. Interviews with teachers and a review of Professional Development plans do not show that staff members are trained regularly in the interpretation and use of data.</p>

Indicator	Statement	Rationale
5.5	Develop and implement processes and procedures to ensure that school and system leadership monitor and regularly communicate comprehensive information about student learning and the conditions that support learning to stakeholders, including parents and students. Ensure that the plan regularly focuses on and communicates results of student learning and the achievement of system and school improvement goals, using multiple delivery methods.	Interviews and a review of documents revealed that the district uses a variety of methods to communicate general information with stakeholder groups. Interviews with community members and parents indicated that the degree to which these communications regularly focus on student learning and the achievement of system and school improvement is limited. In surveys, only 46% of parents strongly agree/agree with the statement, "My child has administrators and teachers that monitor and inform me of his/her learning progress." System leaders are encouraged to establish regular means of communicating performance and effectiveness information as a way of building broader stakeholder understanding and support, as well as developing a collaborative dialogue that could lead to improvement in student achievement.

Part II: Conclusion

Summary of Diagnostic Review Team Activities

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The Diagnostic Review team met virtually on February 22, 2013 to begin a preliminary examination of Greenup County Schools Internal Report and determined points of inquiry for the on-site review. Next, team members arrived in the district on Sunday, March 10, 2013 and concluded their work on Wednesday, March 13, 2013.

In an effort to ensure that Greenup County staff and members of the Diagnostic Review team had an understanding of the purpose and format of the review, the following activities took place prior to March 10, 2013.

On February 6, 2013 Lead and Associate Lead Evaluators initiated a conference call with Superintendent Steve Hall and his district Transformation team. The discussion focused on the district and components of the Diagnostic Review. On February 25, 2013 a second phone meeting between the Lead Evaluator and district leadership took place. The primary purpose of this call was to go through the schedule, activities, expectations and logistics. Electronic communication was ongoing in response to emergent questions, needs, and information related to the Diagnostic Review process.

The Diagnostic Review team participated in a virtual meeting facilitated by the Lead and Associate Lead Evaluators on February 22, 2013. Agenda items included the purpose of the District Diagnostic Review, team and individual responsibilities (off-site work and on-site work) the workspace, and the schedule. Individual conference calls were facilitated by the Lead Evaluator with two team members who were unable to participate in the virtual meeting. These took place on February 25, 2013 and March 5, 2013. Electronic communication was ongoing in response to questions and clarifications related to the Diagnostic Review process.

In order to create a working relationship and partnership between the high school and district teams, District Lead Evaluator and High School Lead Evaluator connected by phone on February 22, 2013. During this communication, methodology was shared and plans for collaboration between the two teams during the review were developed. Schedules and critical documents were exchanged to promote a unified approach.

Greenup County Schools and system leaders carried out the Internal Review process as directed and in keeping with the developed timeline. Stakeholders, including students, parents and community members were candid in their responses to Diagnostic Review team members. The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
District and School Leaders	8
Teachers and Support Personnel	10
Board Members	5
Parents and Community Members	12
Educational Recovery Staff/Consultants	4
TOTAL	39

The Diagnostic Review team also conducted classroom observations in 45 classrooms using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Overview of Findings

The leadership at the district office and high school has taken some initial actions that are making a contribution toward increasing student and staff performance at the high school in addition to building leadership capacity at the system level.

Several areas emerged as recurring themes throughout the Diagnostic Review that, if addressed, have the potential to promote and institutionalize meaningful improvement in both performance and organizational effectiveness.

The value of developing a comprehensive Strategic Plan cannot be over emphasized. This process was initiated and then put on hold as other issues and needs emerged. It is strongly recommended that the Strategic Plan become a number one priority. A quality Strategic Plan has the power to inform thinking, guide decision-making, direct actions, align goals, coordinate initiatives and promote a unified culture. Once completed, the plan will serve as the means to address many of the opportunities and priorities noted in this report. These include, but are not limited to, development of a common purpose and direction, articulation of shared values and beliefs, aligned professional development, delivery of equitable instruction across all classrooms, purposeful allocation of resources, and implementation of a continuous improvement process. If adhered to, elements of the Strategic Plan can also be leveraged to strengthen the cohesiveness of system operations and subsequent impact on learning.

The district is to be praised for empowering the high school leadership and affording them the autonomy to determine and implement improvement initiatives. District staff is poised to respond to requests for assistance and offers optional programs to the high school. While this empowerment is to be commended, evidence from interviews strongly suggests that district staff should assume a more proactive role in assisting the high school and become more involved in its efforts to improve. This will provide a means for the district to increase their leadership capacity, capitalize on their expertise and deliver needed support and perspective. A more proactive approach will position the district to fulfill its obligation and responsibility plus model and shape a culture of collaboration.

Greenup County Schools should be recognized for its efforts to design systematic processes and procedures to guide the numerous and complex district operations. While the scope of these processes is impressive, evidence indicates that many of them are still in development and/or in the early stages of implementation. As a result, their use and impact has yet to be studied and realized. It was also noted through observations and interviews that several promising programs are in the initial stages of use and are not yet commonly employed or implemented with consistency. In order to fully understand and maximize the results of these initial efforts, it is recommended that methods be established and administered to ensure both processes and programs are implemented with fidelity and monitored for effectiveness.

In its efforts to improve student performance and professional practice, the high school has demonstrated some success in the areas of student learning, instructional delivery, use of assessments and improving teacher capacity to deliver high quality instruction. District leadership has identified programs and practices that appear to be having a positive impact on performance gains, teaching quality and the culture. The high school and district staff are beginning to partner in support of these successes. Professional development experiences and communication designed to promote the replication of these programs and practices throughout the system are being initiated.

Interviews with every stakeholder group indicated there is significant concern related to the sustainability of early successes and positive momentum. They expressed apprehension about how these will be impacted and continued when the Educational Recovery Specialists leave and the targeted funds run out. It is imperative that the district prepare for this predictable situation and develop a sustainability plan. The plan can serve to ensure that programs and practices with established value are maintained and eventually institutionalized. It should be noted that sustainability can be addressed within the Strategic Plan as a priority and element of continuous improvement. Additionally, the refinement and implementation of systematic processes and procedures as well as a comprehensive professional development initiative has the power to contribute significantly to sustainability.

The Opportunities for Improvement and Improvement Priorities should not be seen as an indictment of the district efforts, but as a roadmap to build upon the work that has been done thus far.

Standards and Indicators Summary Overview

<i>Standard 1 – Purpose and Direction</i>
<ul style="list-style-type: none"> The system's process for review, revision, and communication of the purpose statement is documented in the newly developed "Processes" document. However, the degree to which the process has been implemented was not evident.
<ul style="list-style-type: none"> The district has an established vision statement which was approved by the Board of Education in 2012. Interviews and a review of documents revealed that the current vision statement does not provide guidance to the district in decision making and/or planning in the district's use of a documented, systematic continuous improvement process for improving student learning and conditions which support learning.
<ul style="list-style-type: none"> System policies and procedures outline the expectations for schools regarding a process for review, revision, and communication of a purpose for student success.

<i>Standard 2 – Governance and Leadership</i>
<ul style="list-style-type: none"> Policies and practices generally support the system's purpose and direction and the effective operation of the system and its schools. Processes for implementation have not been fully implemented.
<ul style="list-style-type: none"> School board members are very knowledgeable of the policies that define how to function in their elected roles. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.
<ul style="list-style-type: none"> The superintendent serves as an instructional leader by conducting regular walkthroughs at the high school, modeling the use of Observation 360, supporting the High School in the review of formative and summative performance data, and implementing many of the successful turnaround efforts used at the high school in all schools, i.e., 30/60/90/ day planning process, submission of quarterly reports, Instructional Rounds, etc.
<ul style="list-style-type: none"> The school board members and superintendent work collaboratively and respectfully, to improve student learning and the conditions that support learning.
<ul style="list-style-type: none"> District staff is heavily reliant on KDE Educational Recovery (ER) staff to provide assistance at the high school. Interviews at the district and school levels did not reveal a strong capacity of district staff to provide the needed level of support once the ER staff is gone.

<i>Standard 3 – Teaching and Assessing for Learning</i>
<ul style="list-style-type: none"> There is little evidence to suggest that learning experiences and instructional practices are assessed and adjusted to ensure all students are challenged and prepared for success at the next level.
<ul style="list-style-type: none"> The school has provided opportunities to support numerous professional learning communities. However, collaboration across the PLCs was not evident. The impact they have had on improving student performance is not clear. The district's role in supporting, monitoring, and evaluating the effectiveness of PLC initiative is not apparent.
<ul style="list-style-type: none"> A significant gap in teaching and assessing for learning is evidenced between intent and actualization in areas such as staff development, grading and reporting, mentoring and coaching, professional collaboration, monitoring and evaluation, plus alignment with district purpose and learning expectations.

Standard 3 – Teaching and Assessing for Learning

- High school students have demonstrated improved performance. Evidence suggests that some practices impacting these gains have been identified and will be replicated.
- There was little evidence of instructional enrichment developed to ensure rigor, development of higher order skills and a richer learning environment.
- The widespread use of formative assessments to strategically differentiate instruction and inform students of their progress was not in evidence.
- District staff has supported the high school by selecting leaders with the right skills at the right time and then giving them autonomy.
- The system has designed and implemented methods to inform parents however strategies to meaningful engage and involve parents are not in evidence.

Standard 4 – Resources and Support Systems

- The system has procedures and practices in place which ensures that qualified personnel are employed and retained. However, interviews with district administrators revealed that these processes had not been fully implemented.
- The system has started the development of processes which ensure that resources are effectively allocated in support of student achievement and improving conditions that support learning.
- There is no evidence of a systematic process for strategic resource management. Interviews with administration and stakeholders indicated some initial discussions regarding sustainability of personnel and programs in the absence of the School Improvement Grant (SIG) and management of resources. However, a review of artifacts did not reveal the existence of a long-range resource management plan.
- The degree to which the school system provides frameworks to coordinate and evaluate the effectiveness of student support services is somewhat limited. While many services are provided or available for students, the extent to which the system uses data to regularly and comprehensively evaluate these programs is not always apparent.

Standard 5 – Using Results for Continuous Improvement

- A review of artifacts and interviews revealed that the district assessment system primarily consists of KDE required state assessment and MAP. It was not clearly evident that the district was using other standardized tests as part of a comprehensive assessment system district-wide. Some locally designed common assessments had been developed. However, these assessments were not evident in all content areas. Documentation of evaluation tools and protocols for the administration of a comprehensive district assessment system was not clearly evident.
- System and school personnel use state assessment and MAP data to design and implement improvement plans. During PLC'S, the high school uses MAP data to identify students who need intervention strategies. However, the degree to which data are used to improve student learning, instruction, the effectiveness of programs and the conditions which support learning appears to be limited.

Standard 5 – Using Results for Continuous Improvement

- State assessments and MAP data are reviewed and analyzed. However, there is not a procedure which indicates that most staff members have had training in evaluation, interpretation, and use of data. Although some teachers are trained in MAP interpretation and use of DeCartes Curriculum, teacher interviews at the high school revealed that there was no specific training on interpretation and use of data.
- MAP data are used at the high school to plan intervention strategies. The Board of Education is informed of these results periodically at board meetings. However, the degree to which the results are used to design, implement, and evaluate student learning and readiness for the next level was not clearly evident.
- Teacher and parent newsletters are sent out electronically on a monthly basis. Additionally, the district has several communication devices in place, such as the newsletters, "Five Fast Friday Facts" and School Cast, as well as the superintendent's roundtable discussions. Parent and community member interviews indicated that some parents do not have access to technology and that the information does not always focus on school improvement goals and student achievement. Parent and student interviews state that only 30% of students feel the school shares success with family and community and 53% of parents feel that the school communicates effectively about school goals and activities.

Learning Environment Summary (Greenup County High School)

During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Diagnostic Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The results of the 45 classroom observations the team conducted using the ELEOT provided insights into teaching and learning in classrooms across the school. However, school leaders are encouraged to engage in a more comprehensive analysis of the Effective Learning Environments Observation data.

The team used these results to confirm, refute, substantiate, and/or validate data gathered from other sources including reports, interviews, meeting minutes, surveys, and resource materials.

Equitable Learning Environment (2.2)

While students seemed to have equal access to classroom discussions and activities, some students chose not to participate without any redirection from the teacher. The degree to which rules were consistently applied varied from classroom to classroom. Some classroom activities allowed for students to learn about cultures different than their own. Most lessons were conducted in large groups without significant levels of differentiation based on learning styles.

High Expectations Environment (2.2)

In the courses designed for high-level learners, there were many practices and procedures that communicated high academic expectations. However, in non-college prep courses high learner expectations were not consistently communicated. In general, students strived to meet the

expectations set by the teachers. The degree to which students were tasked with activities and learning that was challenging or provided exemplars of high quality work were infrequent. Similarly, instances in which students were engaged in rigorous coursework or were asked to respond to questions that require higher order thinking were somewhat limited.

Supportive Learning Environment (2.5)

Ratings indicated that students generally expressed that learning experiences were positive, and that the learning environment allowed them to take risks in classroom discussions without fear of negative feedback. The primary instructional delivery method was whole group. Nevertheless, ratings indicated that students were exposed to an environment in which they were provided support and assistance to understand content and accomplish tasks. A large variety of instructional delivery was not observed.

Active Learning Environment (2.5)

Observations revealed that some students were involved in active learning by discussing content within class or asking questions, but strategies to ensure that all students were actively engaged were not always seen. Students had opportunities to demonstrate listening and speaking skills, but were not observed interacting with content in other ways.

Progress Monitoring and Feedback Environment (2.3)

In some classrooms, students demonstrated or verbalized an understanding of the lesson or content being presented and responded to teacher questioning to deepen or ensure understanding. Instances in which students were told how their work was assessed were quite limited as were opportunities for students to revise or improve their work based on feedback.

Well-Managed Learning Environment (2.9)

The highest ELEOT observation scores were received in this area. Students were well-behaved and interacted with adults respectfully and appropriately. Many routines were in place to begin the class promptly. End-of-class procedures were less clear and sometimes involved lining up at the door before exiting. Students were generally aware of classroom routines, behavioral expectations and consequences. Most students spoke respectfully about their teachers and their school administrators.

Digital Learning Environment (1.8)

Observations in this area produced the lowest ELEOT values in the school. These ELEOT results indicated that there was little to no observational evidence that instructional uses of technology by students were being implemented throughout the school. There were very few

instances where students were observed using technology for the purposes of higher order learning, e.g., conducting research or solving problems. Though some teachers used technology, it was mostly for lower order functions (e.g., as a projector and whiteboard). Teachers were involved using technology in this way to teach. Few students were observed using technology in any active way to access or manipulate content.

Improvement Priorities

Indicator	Statement	Rationale
1.4	Develop policies and procedures which will ensure that leadership at all levels of the system implement a continuous improvement process through the development of a district Strategic Plan that provides clear direction for improving learning, as well as the conditions that support learning.	The school district has completed the Comprehensive District Improvement Plan (CDIP) using ASSIST. District leaders indicated that a strategic planning process was begun two years ago. However, the implementation of a continuous improvement process (Strategic Plan) that provides clear direction for improving learning, as well as the conditions that support learning was not evident. The superintendent's interview revealed that a strategic plan had not been developed and a strategic planning process was not currently being implemented.

Indicator	Statement	Rationale
3.5	Develop policies, practices and culture that will ensure the creation of a school district that operates as a collaborative learning organization which supports improved instruction and student learning at all levels.	Interviews and documentation did not reveal the existence of a collaborative learning community at the system level. Opportunities for system leaders to engage in collaboration, problem-solving, action research, analysis of student performance, etc. appear to be extremely limited and/or very poorly documented. Interviews, observation and a wealth of documentation show that some frameworks exist for teachers to engage in professional learning communities at the high school. While these provide an excellent structure for collaborative thinking and sharing of practice, evidence did not show they operate in this manner. Artifacts give little indication that the PLCs collaborate across subjects and grades or regularly address important issues, challenges, promising practices, etc. Survey data revealed that 61.11% of staff agree/strongly agree with the statement, "All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching)," suggesting that a significant portion of the staff do not perceive that adequate PLC training has been provided to ensure effective implementation. Artifacts, interviews and observations indicate commitment, support and oversight to ensure highly functional professional learning communities do not appear to be a system priority.

Indicator	Statement	Rationale
3.7	Develop coaching and induction programs that ensure all staff has the capacity to deliver quality instruction consistent with the system's values and beliefs about teaching and learning.	Data verifies that a high percentage of teachers at the high school are new to the teaching profession. In addition, there are many experienced teachers with demonstrated skills and areas of expertise. These factors present an ideal situation and strong rationale for developing exemplary mentoring, peer coaching and induction programs. Survey data, observations, and artifacts do not reveal the existence of teacher mentoring and coaching programs that have been established, implemented and evaluated by the system in support of student learning. In surveys, 47.22% of staff agree/strongly agrees with the statement "In our school, staff members provide peer coaching to teachers." Additionally, 58.33% of teachers agree/strongly agree with the statement, "In our school, a formal process is in place to support new staff members in their professional practice." Mentoring, coaching and induction programs are proven approaches for increasing collaboration and improving practice.

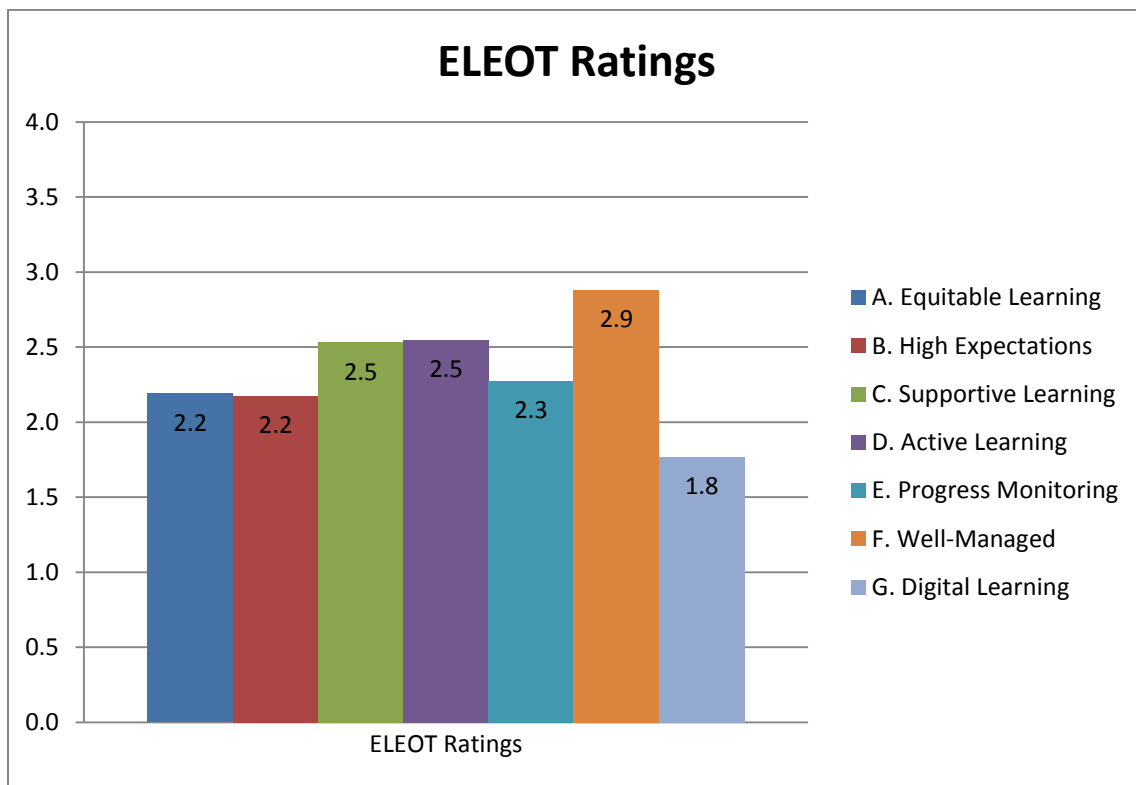
Indicator	Statement	Rationale
3.11	Devise and implement with fidelity a continuous and comprehensive program of professional learning for all staff that is aligned with the district's purpose and responsive to staff professional learning needs.	<p>Interviews and artifacts show the primary approach to professional development is school based. At the beginning of the school year, the district offers one professional development experience designed for all schools. During the year, the district takes a reactive approach and responds to emergent requests from each school. Interviews, performance data and artifacts suggest that professional development is provided primarily for compliance purposes.</p> <p>Interviews, survey data and artifacts show that professional learning at the high school is informed by student and teacher data and that learning experiences may be ongoing, job embedded and supported through coaching. Interviews and documentation as well as student performance and classroom observations do not suggest that learning from professional development programs has had a significant impact on the instruction in the classroom. Another professional learning opportunity is the use of Instructional Rounds. An instruction related "problem of practice" is identified. Administrative teams visit classrooms to observe and provide feedback on the problem. Professional learning communities are expected to use the information from the Instructional Rounds to identify and develop professional development experiences. This promising practice, which was initiated at the high school, is now being replicated in all schools. Collectively, this data shows there are many early efforts with unrealized impact. A comprehensive program of professional learning holds significant potential for building the capacity of teachers and leaders.</p>

Indicator	Statement	Rationale
4.4	Engage the school board, system leaders, and other stakeholders in the development, implementation, and monitoring of a systematic 3-5 year strategic resource management plan. Ensure demonstration of strategic resource management that includes long-range planning in support of the purpose and direction of the system.	Documentation revealed that the system has developed a five-year facilities plan which was updated in July 2012. An external audit of system finances was completed in July 2012. The district recently established a long-range strategic planning initiative. However, the superintendent's interview and presentation revealed that a strategic plan had not been developed for the district, and planning efforts have stalled over the past year. Documentation and interviews indicated that a long-range financial or resource management plan does not exist to guide the strategic use of resources over a period greater than one or two years.
5.4	Ensure that the improvement planning process systematically collects, analyzes, and applies learning from multiple data sources to guide all improvement efforts. Develop procedures for monitoring and evaluating the process for analyzing data and using the results to design strategies that improve student learning and success.	The degree to which a process exists to continuously gather, analyze, and apply data from multiple sources to guide or make modifications to improvement planning initiatives is not apparent. No evidence was provided to indicate that the system uses a systematic process to evaluate the effectiveness of improvement planning and to determine verifiable improvement in student learning. Although the district gathers information during District Administrative Team (DAT) and Building Administrative Team (BAT) meetings from the quarterly report to evaluate K-PREP, EOC, and EPAS, it is not evident how the data is used to systematically guide district planning to change and improve instruction.

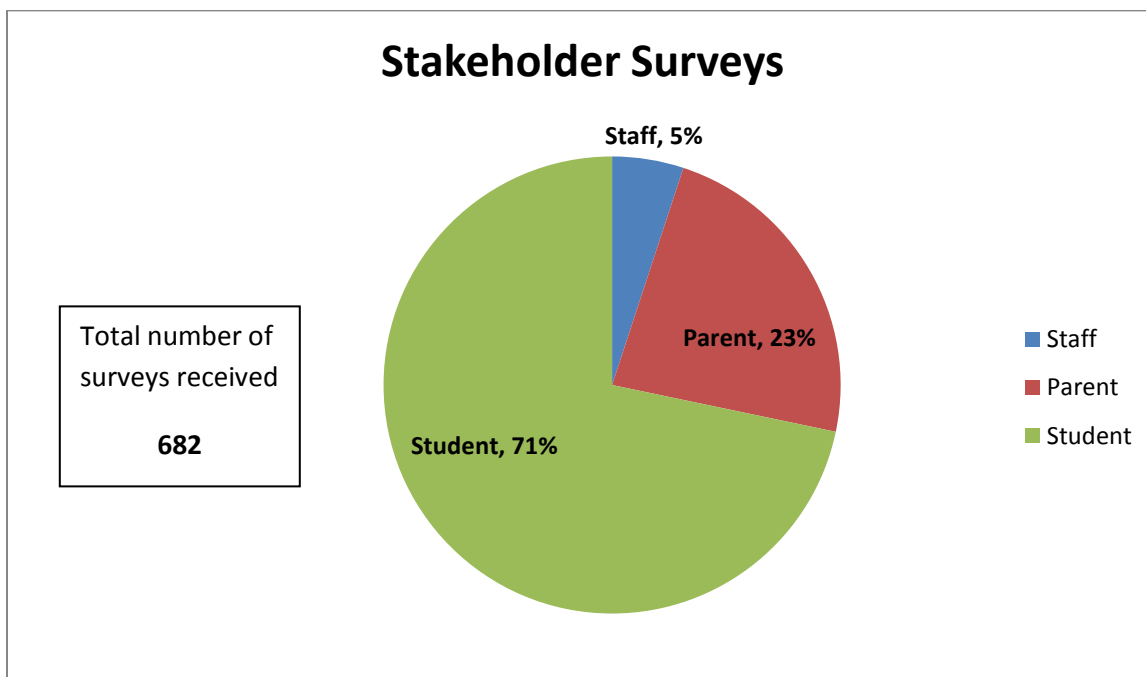
Part III: Addenda

Diagnostic Review Visuals

Average learning environment ratings
from all observations



Percentages of stakeholder groups that
completed the surveys

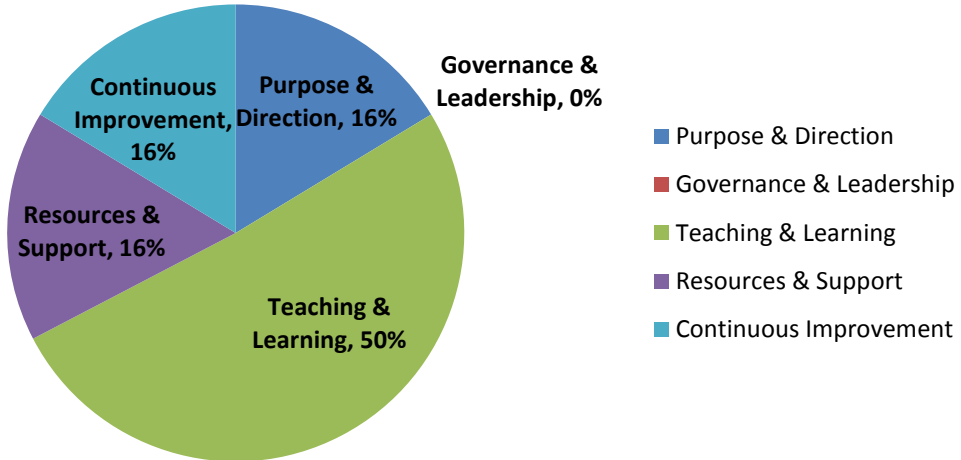


Self-Assessment performance level ratings

Indicator Assessment Report		
<i>Indicator</i>	<i>District Rating</i>	<i>Review Team Rating</i>
1.1	4	2
1.2	2	2
1.3	3	2
1.4	2	2
2.1	2	2
2.2	3	3
2.3	2	2
2.4	2	2
2.5	3	2
2.6	2	2
3.1	3	2
3.2	3	2
3.3	3	2
3.4	3	2
3.5	2	2
3.6	3	2
3.7	2	2
3.8	4	2
3.9	3	2
3.10	2	2
3.11	3	2
3.12	3	2
4.1	3	3
4.2	3	2
4.3	3	2
4.4	1	1
4.5	2	2
4.6	3	2
4.7	2	2
4.8	2	2
5.1	3	2
5.2	3	2
5.3	2	2
5.4	2	2
5.5	4	2

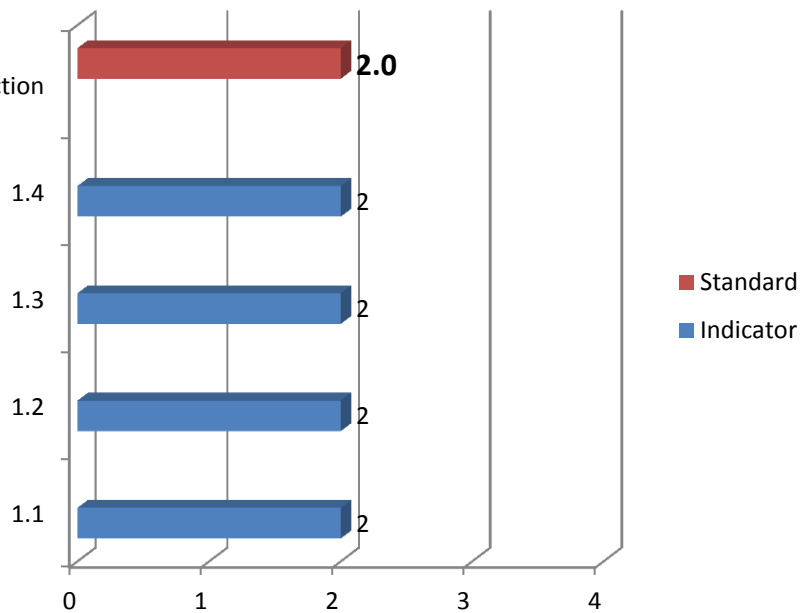
Percentage of Standards identified as
Improvement Priorities

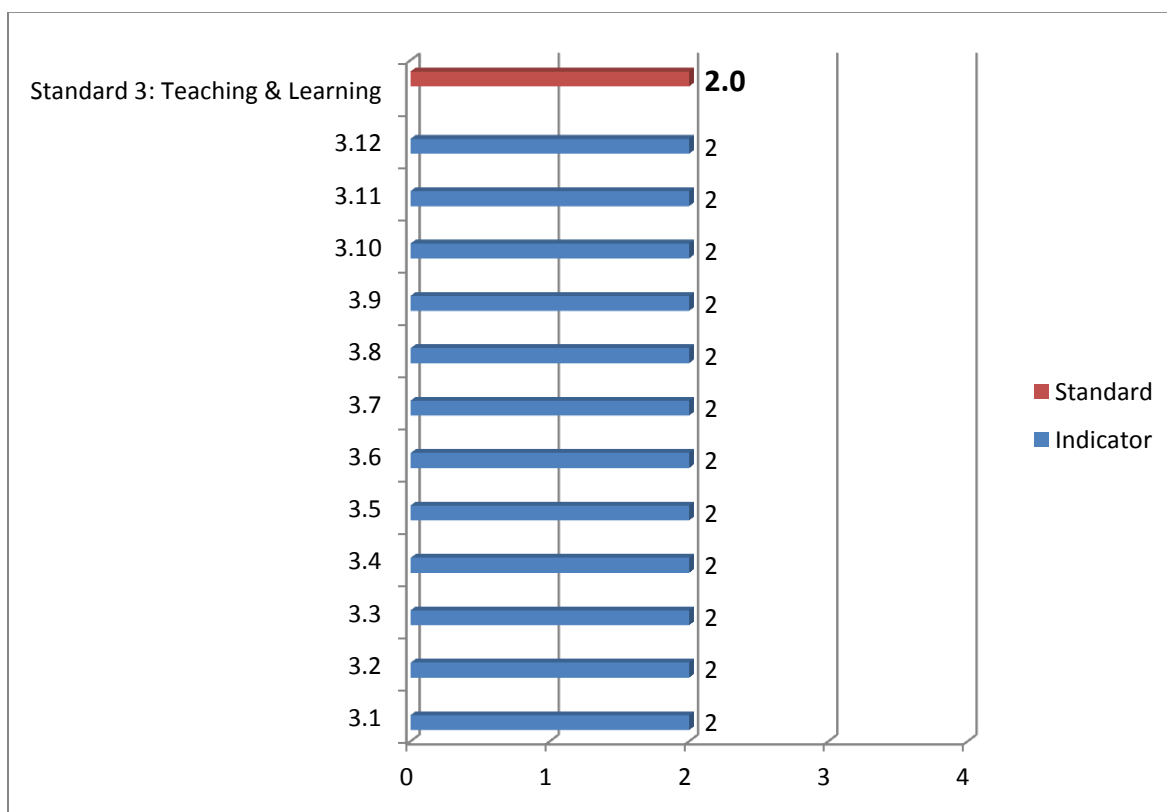
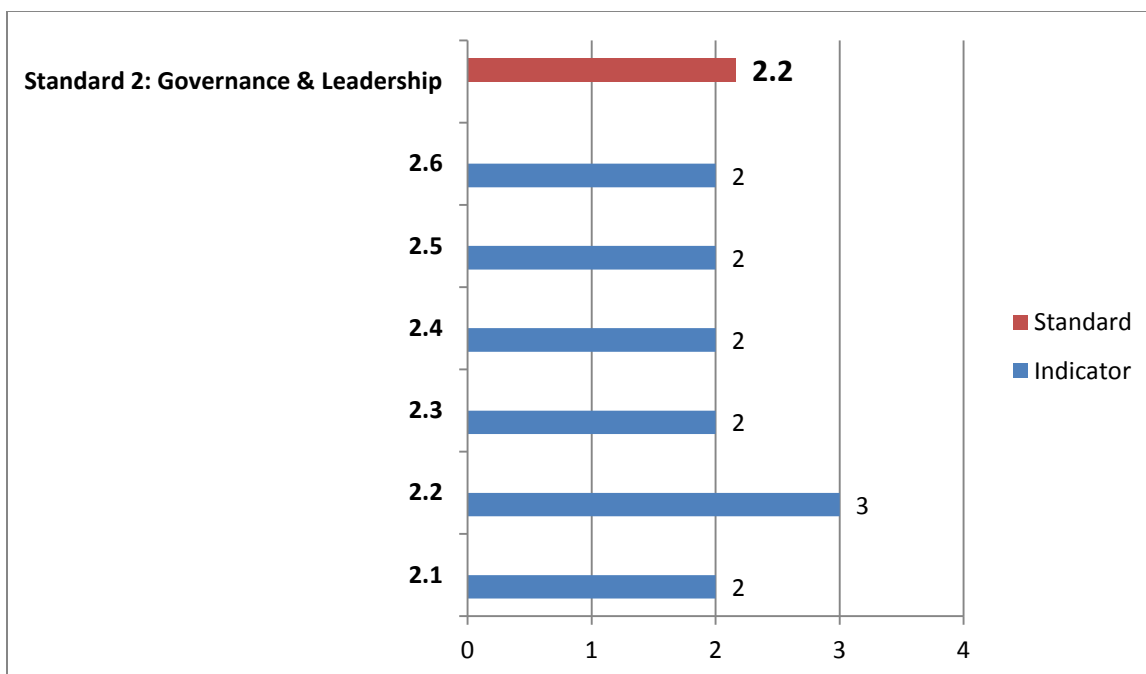
Improvement Priority Report

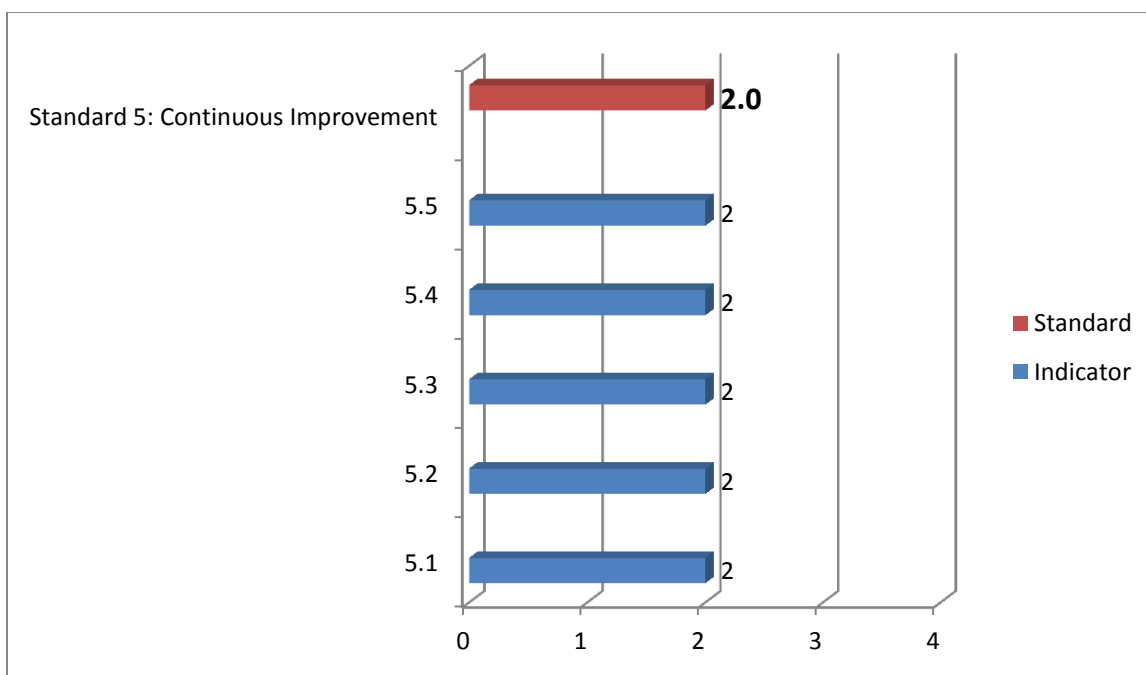
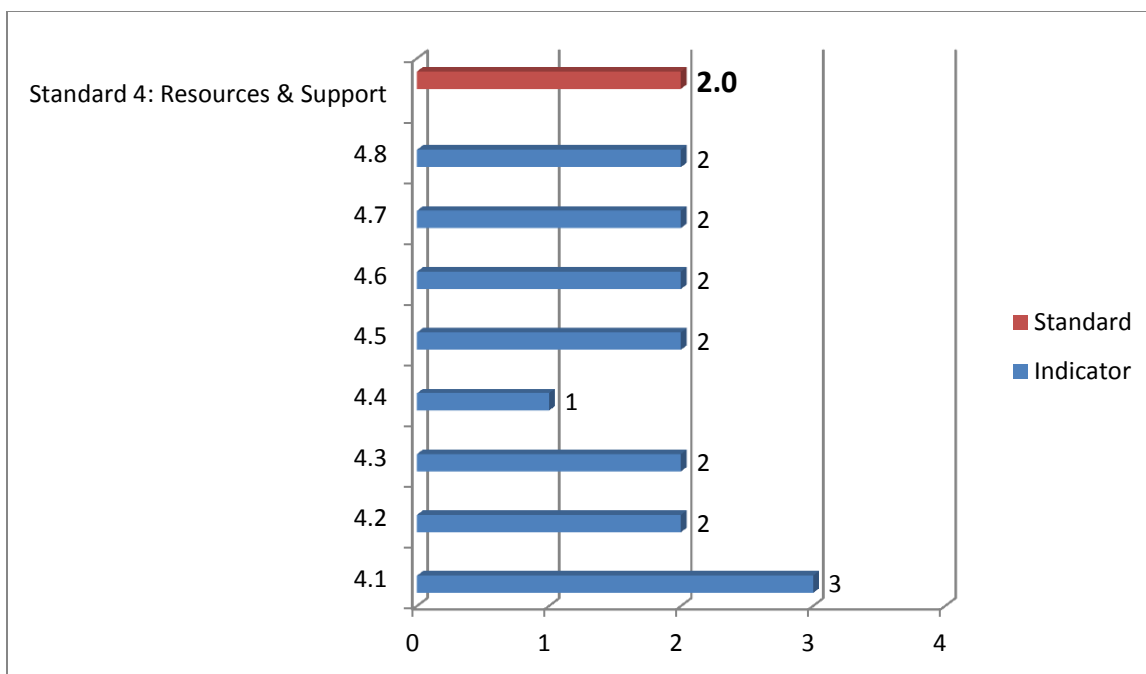


Average ratings for each
Standard and its Indicators

Standard 1: Purpose & Direction







2013 Leadership Assessment/Diagnostic Review Addendum**Greenup County School District 2011 Leadership Assessment Report Identified Deficiencies****Deficiency 1:**

The school community, including district and school staff, does not have a culture of high expectations.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> • Review of documents and artifacts • Cultural audits • Interviews with variety of stakeholders • Classroom observations • Student performance data and targets • Superintendent presentation • Celebrations of success 	
<p>Comments:</p> <ul style="list-style-type: none"> • Cultural audits have been completed at 6 of 7 schools. The intent is that these will be used to inform staff and to guide actions for shaping a culture of high expectations. • Teachers stated that students are aware of identified performance targets and strive to meet them. • Classroom observations revealed that the High Expectations Learning Environment was rated at 2.2 on a 4 point scale based on classroom observations. • Interviews indicate a pervasive sense of pride in the performance gains to date and in the cultural changes evident at the high school. • Stakeholders expressed belief in the potential of students and staff and an awareness of the importance of high expectations for all. • Several initiatives and practices are evident that indicate a focus on high expectations. These are in various stages of implementation and include and include Math Initiative, Instructional Rounds, Observation 360, Data Walls, Data Notebooks, District Administrative Team Meetings and Building Administrative Team Meetings. 	

Deficiency 2:

Professional development is not valued as being essential to continuous school improvement and high student achievement.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> • District Executive Summary and Self-Assessment • District and High School Artifacts and Documents • Interviews with District Staff • Interviews with High School Staff • District Professional Development Plan • District Improvement Plan • Evaluation instruments and Growth Plans including Instructional Rounds and Observation 360 • Instructional Rounds, Observation 36 • Professional Learning Community Activities • 30/ 60 /90 day plans • Student Performance Data 	
<p>Comments:</p> <ul style="list-style-type: none"> • The demonstrated culture was resistant to change and this attitude has provided a barrier to the acceptance and adoption of professional development initiatives. • District staff is modeling the value of learning through leadership training and development. • The district proactively offers over-arching learning experiences for all schools at the beginning of the school year. • The district reactively responds to requests for professional development from each school. • The majority of professional development is planned at the school level. At the high school, it is informed by student and teacher data. These learning experiences can be ongoing and job embedded. Coaching is provided as needed. • The system has initiated the use of Instructional Rounds. These involve the identification of an instruction related “problem of practice.” Administrative teams visit classrooms to observe and provide feedback on the problem. This practice, which was initiated at the high school, is being replicated in all schools. • Professional learning communities use the information from the Instructional Rounds to determine and develop professional development experiences. Teachers are given opportunities to be trainers, tutors and/or mentors in areas in which they have expertise. 	

Deficiency 3:

There is a lack of clarity about job responsibilities, lines of authority and accountability throughout the district.

	This deficiency has been addressed in an exemplary manner.
X	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> • Documents and artifacts • Superintendents presentation and interview • District office staff interviews • Organizational chart • Central office responsibilities chart • 360 observation data • District and building administrative team meetings (DAT and BAT) • Process descriptions, procedures, timelines, charts 	
<p>Comments:</p> <ul style="list-style-type: none"> • Since 2011 KDE Leadership Assessment, duties at the central office have been realigned and capitalize on talents and skills. • A newly publicized document delineating job responsibilities illustrates clear lines of who does what and who is accountable. • An extensive variety of processes, procedures and timelines have been developed for numerous tasks and functions. These resources and tools serve as guidelines for staff as they carry out their work. These processes will be taken to the Board for approval. 	

Deficiency 4:

The certified evaluation process is not implemented with sufficient rigor to significantly improve the performance of employees.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> • Documents and artifacts • Superintendent's presentation and interview • High school administrator interview • Central office staff interview • 30/60/90 day plan • District Improvement Plan 	
<p>Comments:</p> <ul style="list-style-type: none"> • Administrators at both the central office and school levels have been given in-depth training for the purpose of developing their evaluation skills. This has included topics such as observation techniques, coaching strategies, legal issues related to evaluation, etc. • The high school is currently participating in a soft roll-out for the PGES. Next year the district will pilot PGES at three of their seven schools. • High school administrators have opted to evaluate every teacher during the first two years of turn around. The district has endorsed and supported the high school with this initiative. 	

Deficiency 5:

District leadership does not systematically monitor programs and resources to determine their impact on student achievement and district operations.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> • Student performance/data • Artifacts and documents • Interviews with stakeholders • Quarterly reports • 30/60/90 plans • Instructional rounds • Data walls • Data notebooks • School data profile form • District data analysis form • School Improvement Plan • District Improvement Plan • District processes and procedures 	
<p>Comments:</p> <ul style="list-style-type: none"> • A number of tools designed to collect information on programs and resources are in evidence (Quarterly Reports, 30/60/90 Day Plans, Instructional Rounds, etc.). • Processes for using this information to determine the impact and effectiveness have been developed, however, they are in the early stages of design and development and the degree to which a coherent and systematic process for monitoring the effectiveness of instructional practices has not been fully developed. • Procedures for monitoring lesson plans or units of study, processes for examining interim performance data or tracking the implementation of approved curriculum, or other monitoring approaches beyond direct classroom observations, are clearly evident. 	

Diagnostic Review District Schedule Greenup County

SUNDAY, March 10, 2013

Time	Event	Where	Who
3:00 p.m.	Check-in	Holiday Inn Express Ashland	Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Holiday Inn Express Ashland	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner	TBA	Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1	Holiday Inn Express Ashland	Diagnostic Review Team Members

MONDAY, March 11, 2013

Time	Event	Where	Who
	Breakfast	Holiday Inn Express Ashland	Diagnostic Review Team Members
7:30 a.m.	Team arrives at district office	District office	Diagnostic Review Team Members
8:00 – 9:30 a.m.	Standards Presentation 1. Vision (past, present, future) 2. Leadership Assessment (2011) a. Deficiencies b. Actions c. Results 3. District Self-Assessment a. Process to Complete b. Findings c. Strengths and Challenges 4. Internal Review and Support a. How insure integrity of internal review b. Methods to evaluate, support & monitor HS c. Results – evidence of improvement of learning conditions and student achievement	District office	Diagnostic Review Team Members
9:30 – 9:45	Break	District office	Diagnostic Review Team Members
9:45 – 10:45 a.m.	Superintendent interview: Steve Hall	District office conference room	Diagnostic Review Team Members
10:45 – 11:45	Individual interviews with district office staff	District office	Diagnostic Review Team Members (divided and assigned by standard)
11:45 a.m.-12:30 p.m.	Lunch & Team Debriefing	TBD	Diagnostic Review Team Members
12:40 – 2:10 p.m. 12:40-1:20 1:30-2:10	Individual interviews school board members (total 5)	District office Conference Room	Diagnostic Review Team Members (divided)
2:15 – 3:00 p.m.	Group Interview: community leaders and members (A) Review artifacts and documentation (B)	District office	Diagnostic Review Team Members
3:15 – 4:00 p.m.	Group Interview: Parents (B) Review artifacts and documentation (A)	District office	Diagnostic Review Team Members
4:00 p.m.	Team returns to hotel	Holiday Inn Express	Diagnostic Review Team Members

		Ashland	
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:00 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> Meet with HS Diagnostic Team Review findings from Monday Dialogue and deliberations Prepare for Day 2 	Hotel Conference Room	Diagnostic Review Team Members

Tuesday, March 12, 2013

Time	Event	Where	Who
	Breakfast	Holiday Inn Express Ashland	Diagnostic Review Team Members
8:00 a.m.	Team arrives at High School	High School	Diagnostic Review Team Members
8:15 – 11:00 a.m. 8:15 – 9:10 9:15 – 10:10 10:15 – 11:00	Conduct individual interviews at Greenup HS <ul style="list-style-type: none"> 2 Administrators 2 Teachers (at least 1 from Advisory Council) 2 ERS (Recovery Specialists) 3 Instructional Consultants 	High School	Diagnostic Review Team Members (divided)
11:15 a.m.-12:00 p.m.	Team debriefing (High School Findings)	District office	Diagnostic Review Team Members
12:00 – 12:45	Lunch	TBD	Diagnostic Review Team Members
1:00 – 4:30 p.m.	Continue data collection <ul style="list-style-type: none"> Review district artifacts and documentation Follow-up with district office staff interviews (as needed) Begin Work Session	District office	Diagnostic Review Team Members (divided)
4:45 – 5:15	Break	Holiday Inn Express Ashland	Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:30 p.m.	Evening Work Session #3 <ul style="list-style-type: none"> Meet with High School Diagnostic Team Review findings from Tuesday Team dialogue and deliberations to determine Begin work on 2013 Leadership Addendum 	Hotel Conference Room	Diagnostic Review Team Members

Wednesday, March 13, 2013

Time	Event	Where	Who
	Breakfast	Holiday Inn Express Ashland	Diagnostic Review Team Members
7:30 a.m.	Check out of Hotel and departure for district office	Holiday Inn Express Ashland	Diagnostic Review Team Members
8:00 – 11:30 a.m.	Final Team Work Session (discussion, deliberation, consensus)	Holiday Inn Express or District office conference room	Diagnostic Review Team Members
11:30 a.m.-12:30	Working Lunch	Holiday Inn Express or District office conference room	Diagnostic Review Team Members
12:45 – 1:30	Review Kentucky Leadership Assessment/Diagnostic Review Addendum	Holiday Inn Express District office conference room	Diagnostic Review Team Members
1:30 – 2:00 p.m.	Kentucky Department of Education District Leadership Determination Session	Holiday Inn Express District office conference room	Diagnostic Review Team Members and KDE Staff Member
2:00– 2:15 p.m.	Exit Report with the superintendent (others as appropriate)	District office conference room	Team Members

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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District Diagnostic Review Summary Report

Greenup County

School District

3/10/2013 – 3/13/2013

The members of the Greenup County District Diagnostic Review Team are grateful to the district leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

District Authority:

District leadership does have the ability to manage the intervention of Greenup County High School.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for Greenup County School District and Greenup County High School.

Superintendent, Greenup County

_____ Date: _____